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ABSTRACT

Three activity booklets are presented for implementing Project EAGLE, an enrichment program for gifted and talented kindergarten children. The first activity booklet contains a poem by J. D. Evans titled "In Search of the Xanthus," which describes the search for an imaginary beast that leaves an "X" on the spot where it used to be. The second activity booklet also contains a poem by J. D. Evans, titled "Close Encounters of the Zhack Kind," which tells the story of a creature from outer space who rearranges its shape to take on the form of a sliding board and tries to make friends with the sliding board. The booklets are printed in large-sized type with large line drawings on each page suitable for tracing or coloring. The third booklet, titled "Kindergarten Activity Pages H-Z," provides enrichment concepts, activities, and student handouts for weekly thematic projects. (The activity pages begin with the letter H because the activities are coordinated with the kindergarten curriculum and students are not identified for Project EAGLE until the regular curriculum has already completed the study of several letters.) The thematic concepts for H-Z include: hexagons, optical illusions, jellyfish, kaleidoscopes, looking closer with magnifiers, magnets, news, ocean environment, prints made from sunlight, quilts, roots of plants, starfish, touch, unidentified flying objects, verse, whales, xanthus (an imaginary beast), yeast, and Zhack (a space creature.) (JDD)

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Project EAGLE

(Early Academic Gifted Learning Experience)

KINDERGARTEN ACTIVITY BOOKLET: XANTHUS

A Program for Gifted and Talented Students (Grades K-3)

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Somers Point, NJ
Graphics by Tim Faherty

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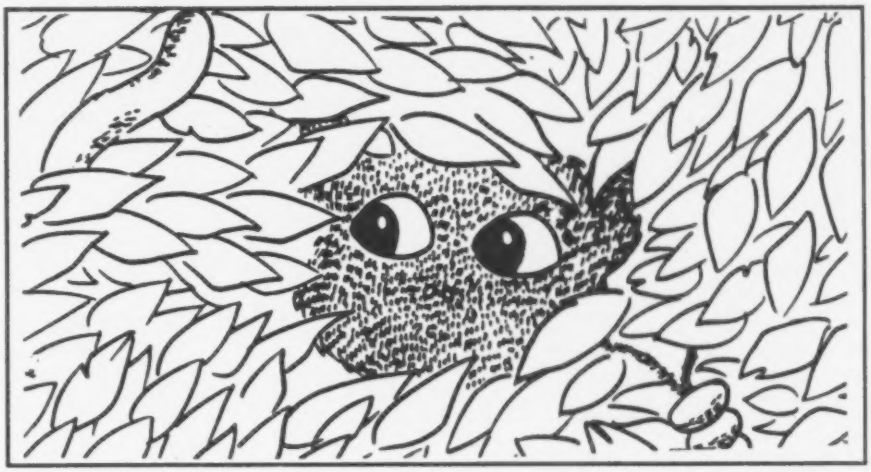

"In Search of The Xanthus"

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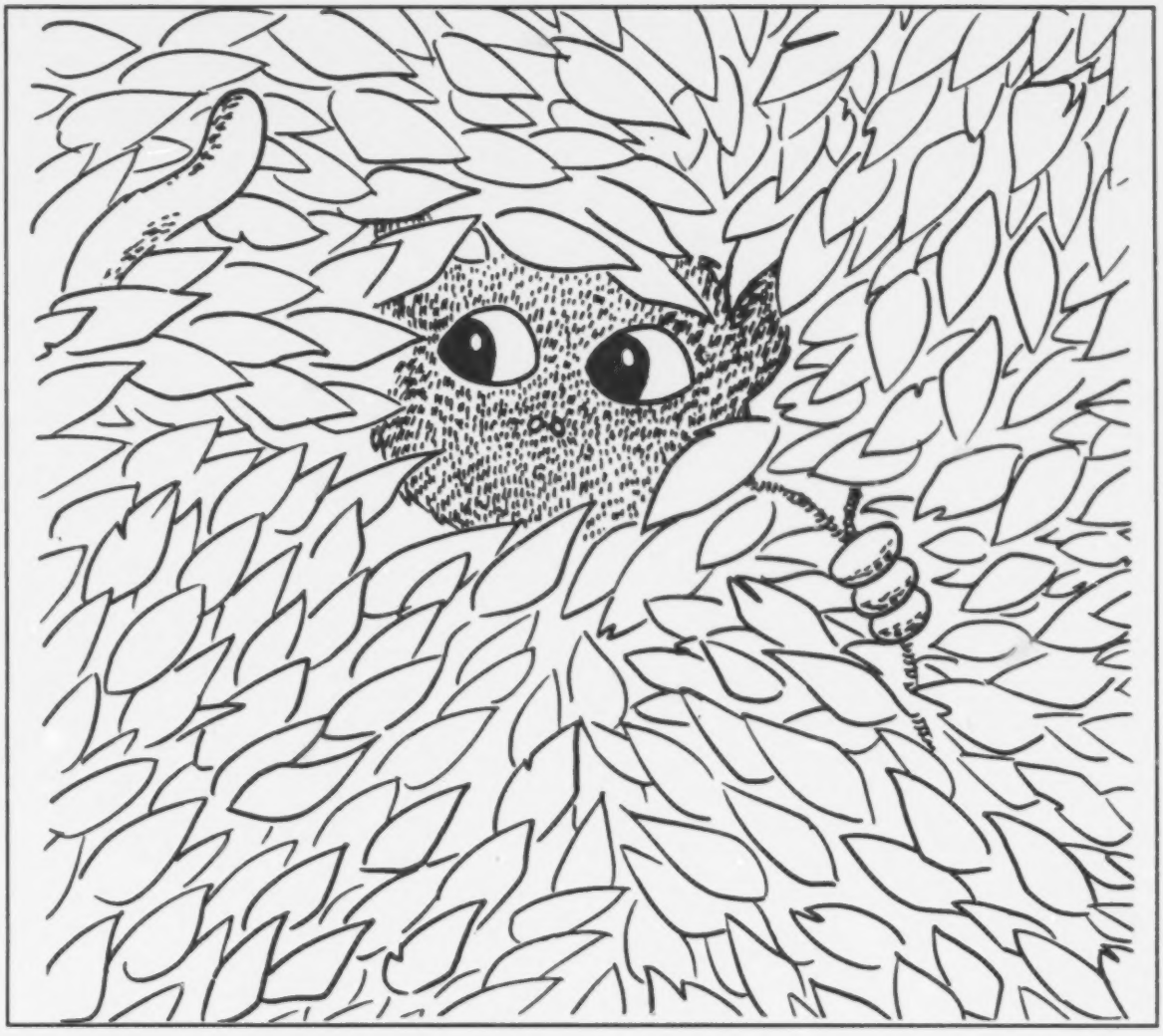
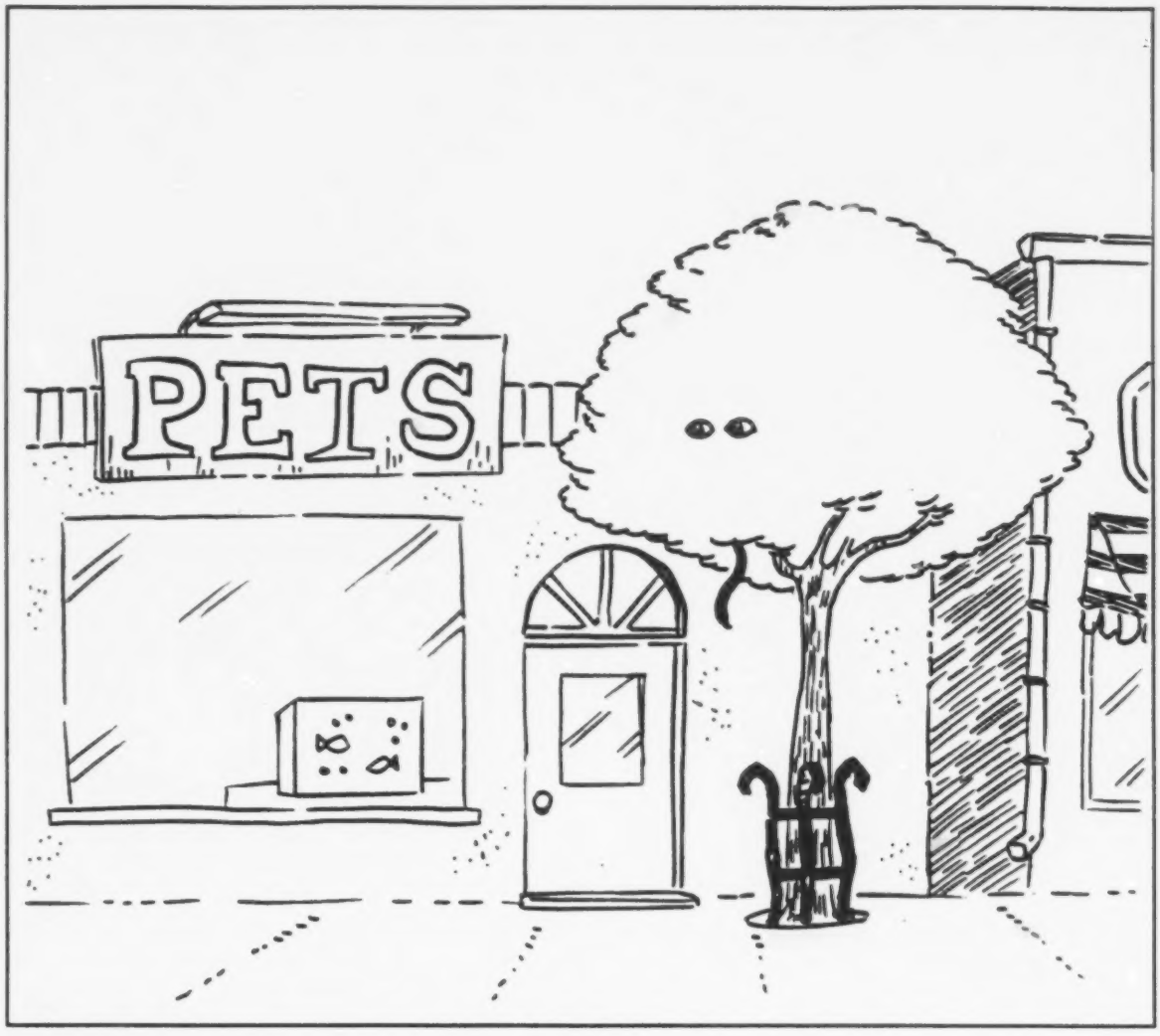


The Xanthus is a clever beast
that no one's ever seen.
It may have claws 12-inches long!
It may be blue. Or green.

It may have stripes, or spots.
Who knows?
It may sleep in a tree.
It may wear sneakers on its feet
(size double-wide, EE.)



You'll see no Xanthus at the zoo,
or in a circus tent.
No pet store in America
has Xanthuses for rent.

**The Xanthus is a scaredy-beast
who hides when people come.
They've never trapped one with a net
or shot one with a gun.**

**The Xanthus does not leave a trail,
it leaves a mystery:
a little X that marks the spot
where it once used to be!**

Project EAGLE

(Early Academic Gifted Learning Experience)

KINDERGARTEN ACTIVITY BOOKLET: ZHACK

A Program for Gifted and Talented Students (Grades K-3)

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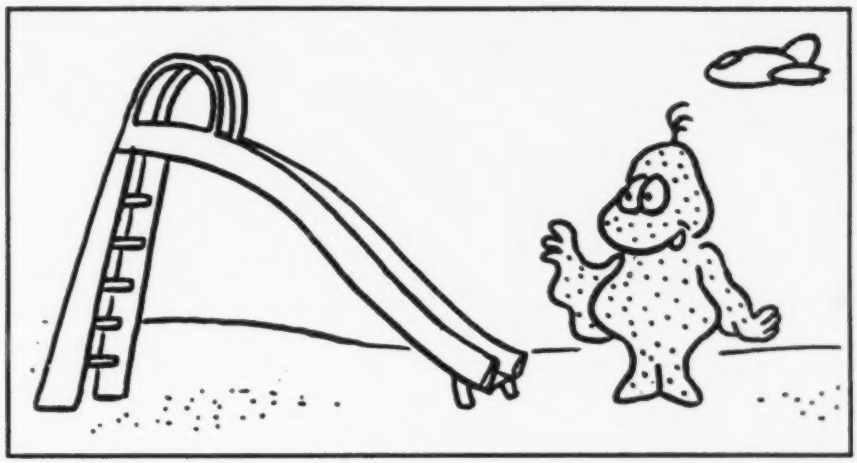
Graphics by Tim Faherty



"Close Encounters of The Zhack Kind"

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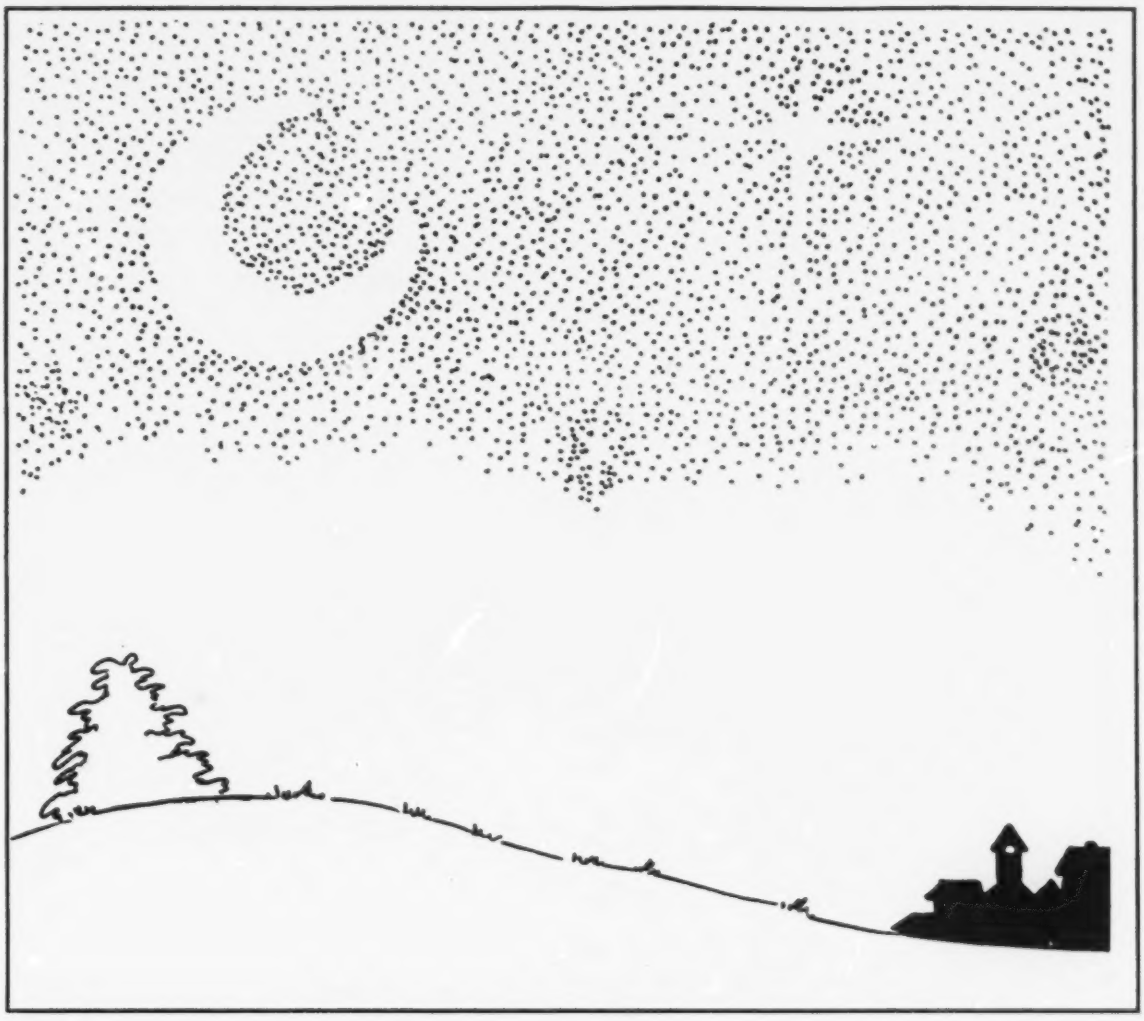
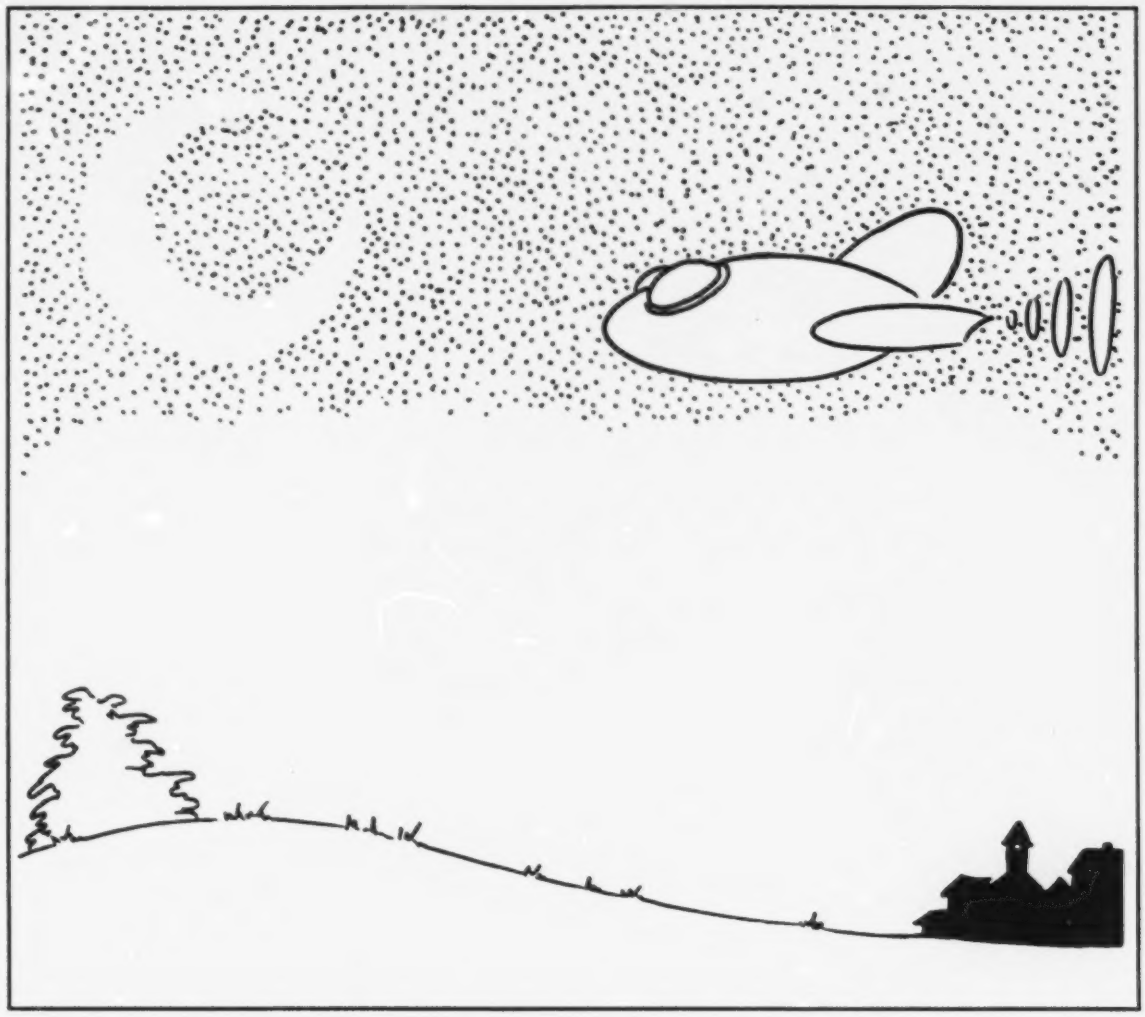
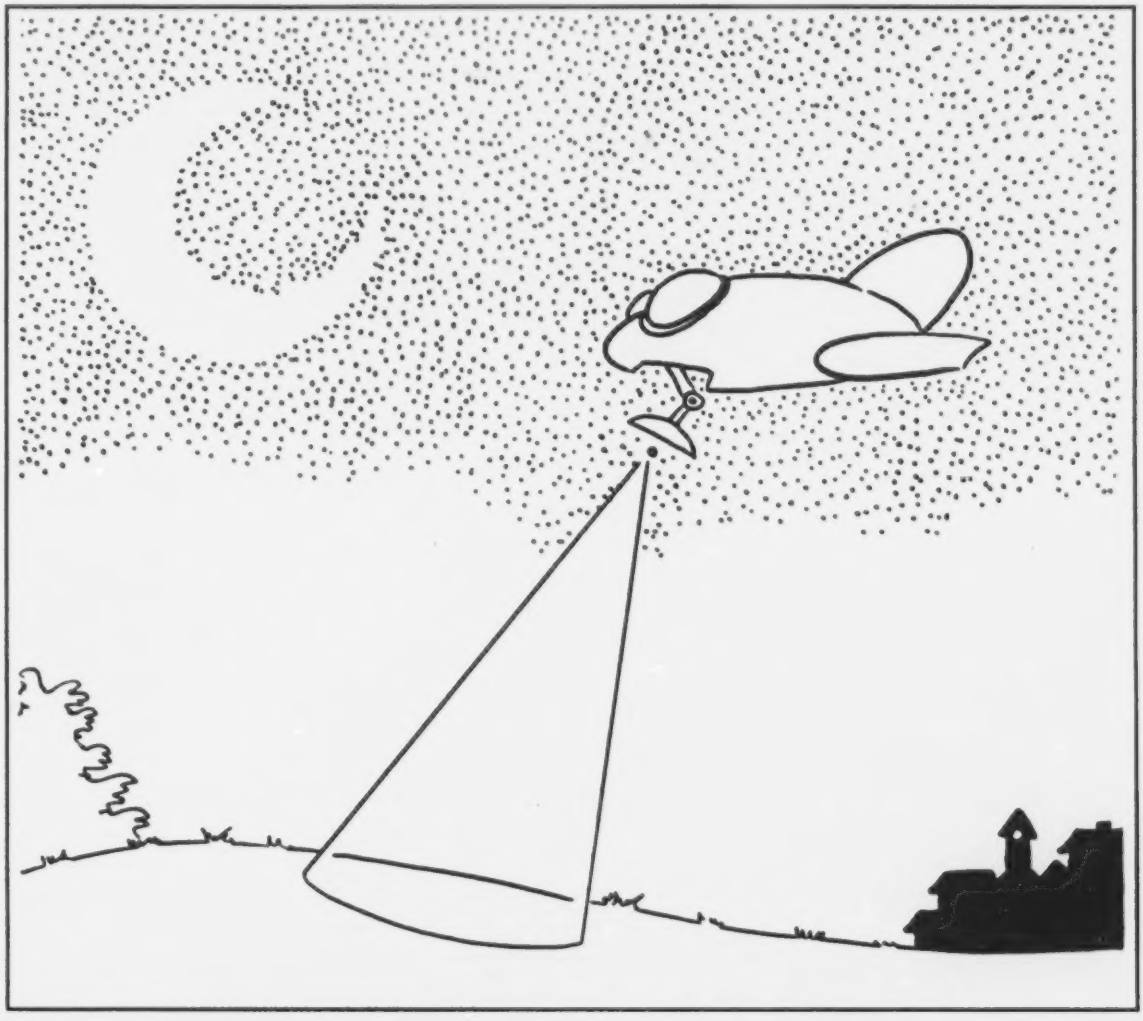


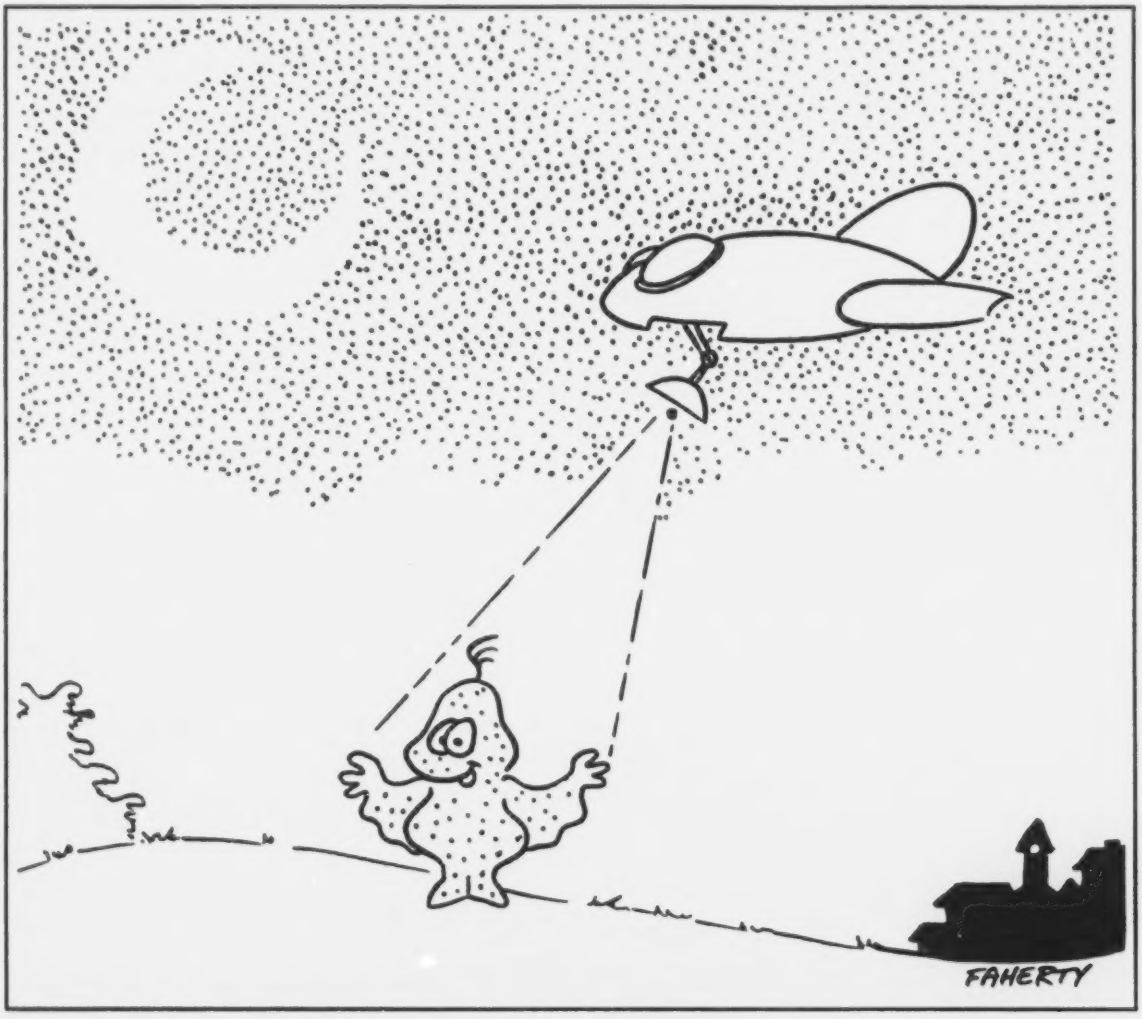
**Once, upon a moonish night,
when the blinkers twinkled
left and right,**



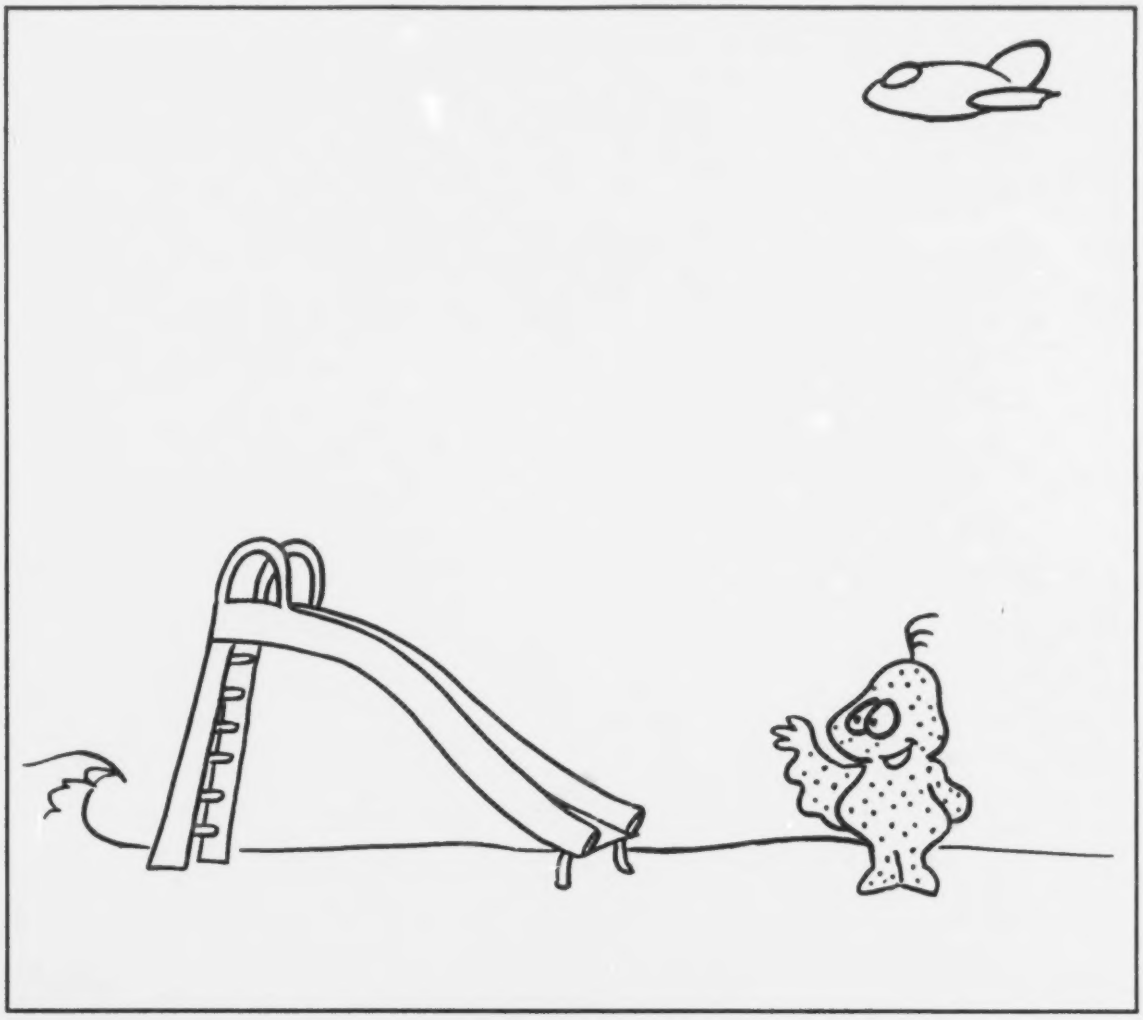
A spaceship shuffled into view.
It hovered there.
It did not move.



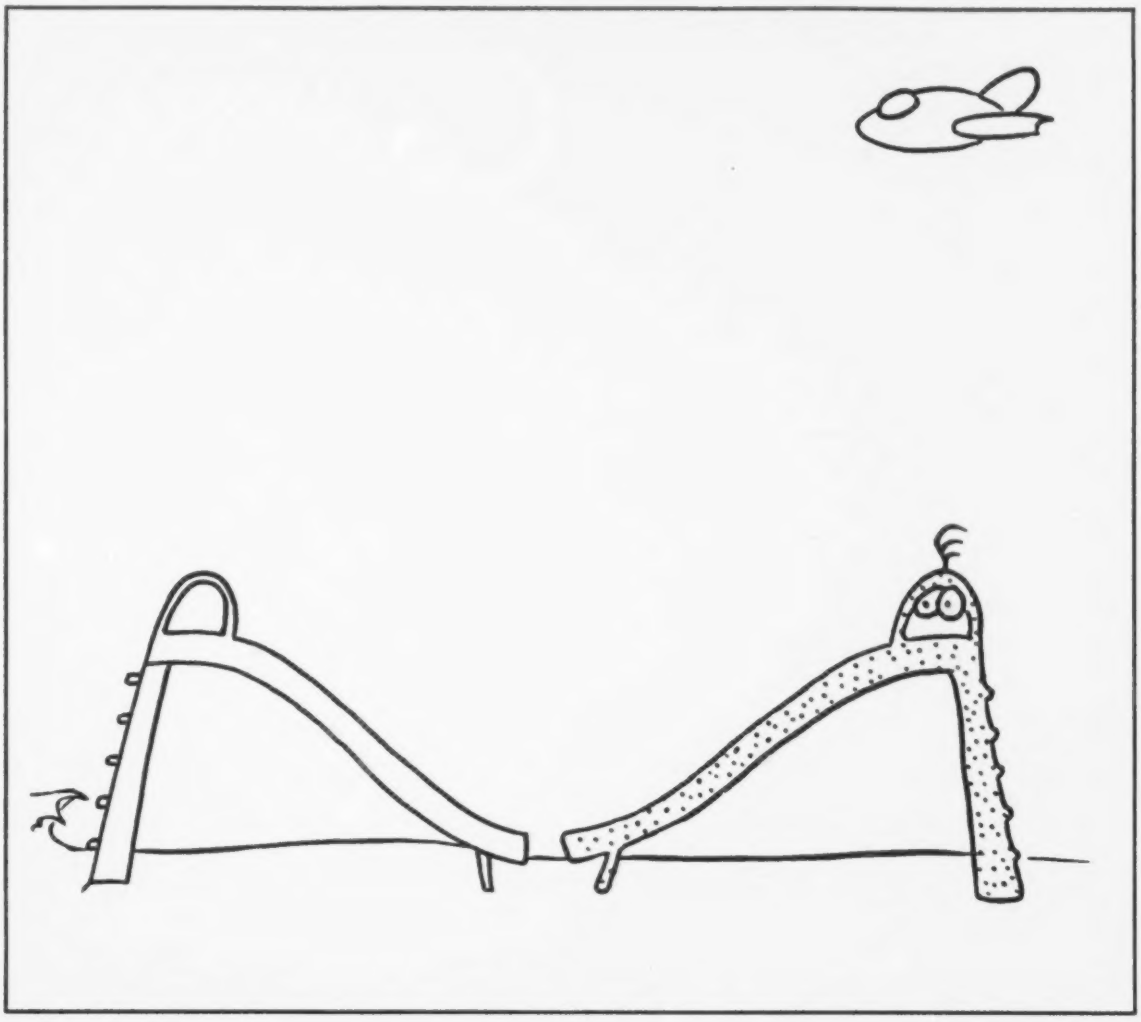
The spaceship beamed a light beam down, a silent beam that made no sound.



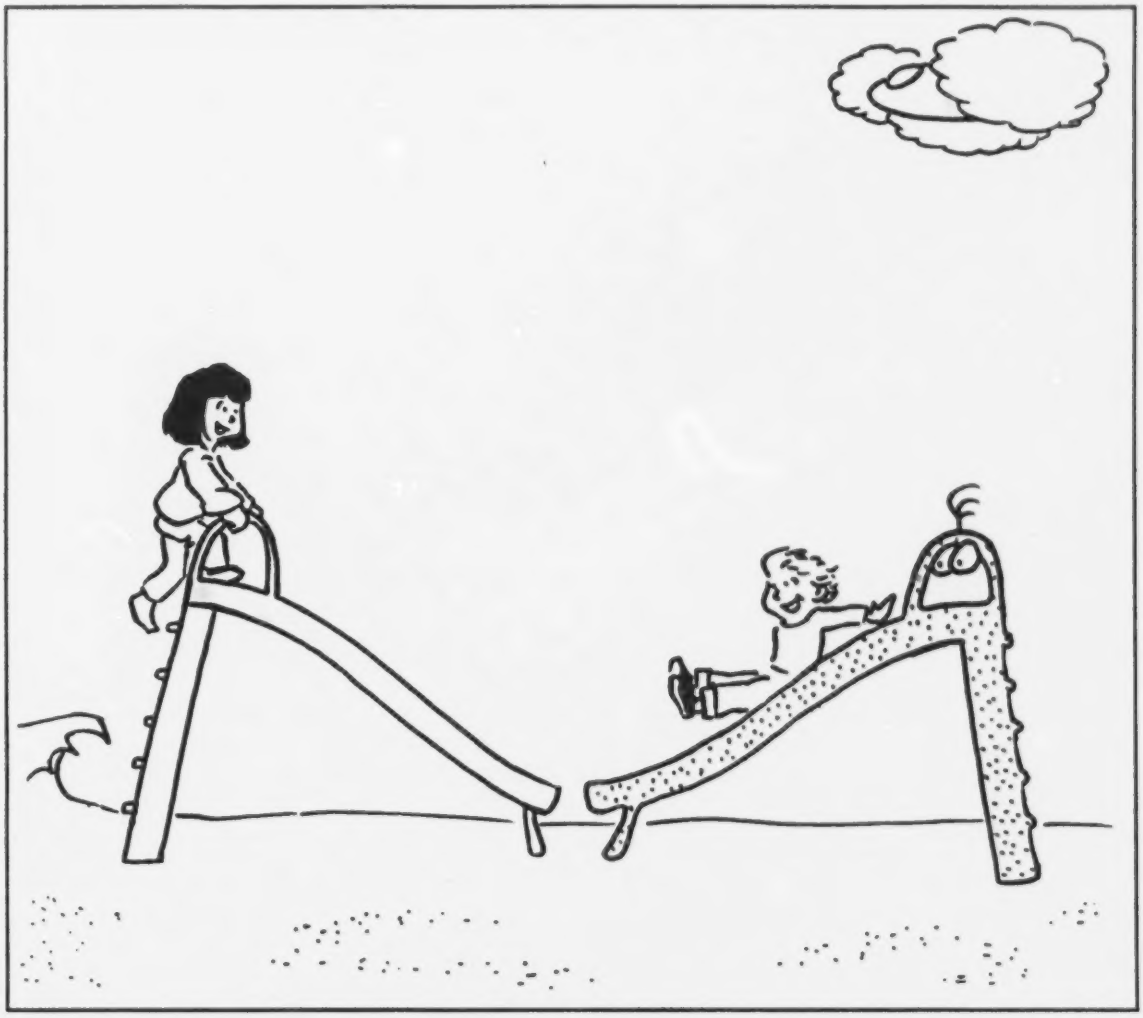
**And from that beam a speckled thing (with speckled eyes and legs and wings) stepped out upon the starlit ground.
It beeped
and slowly moved around.**



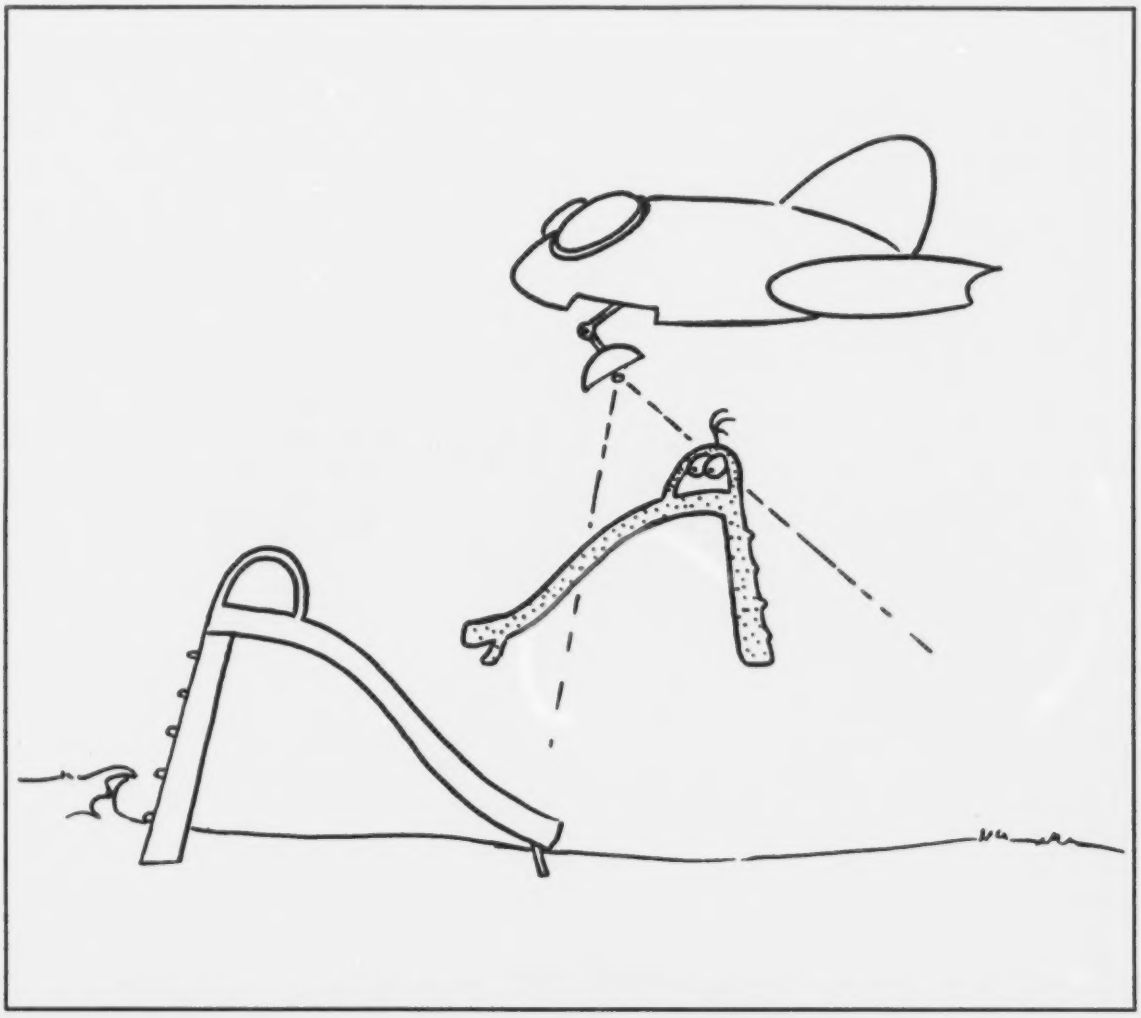
It saw another creature there.
It had no wings. No eyes. No hair.
The speckled creature said: "I'm Zhack."
The other thing did not speak back.
"I know," thought Zhack. "It thinks I'm strange.
I'll change my shape!
Zhack: *REARRANGE!"*



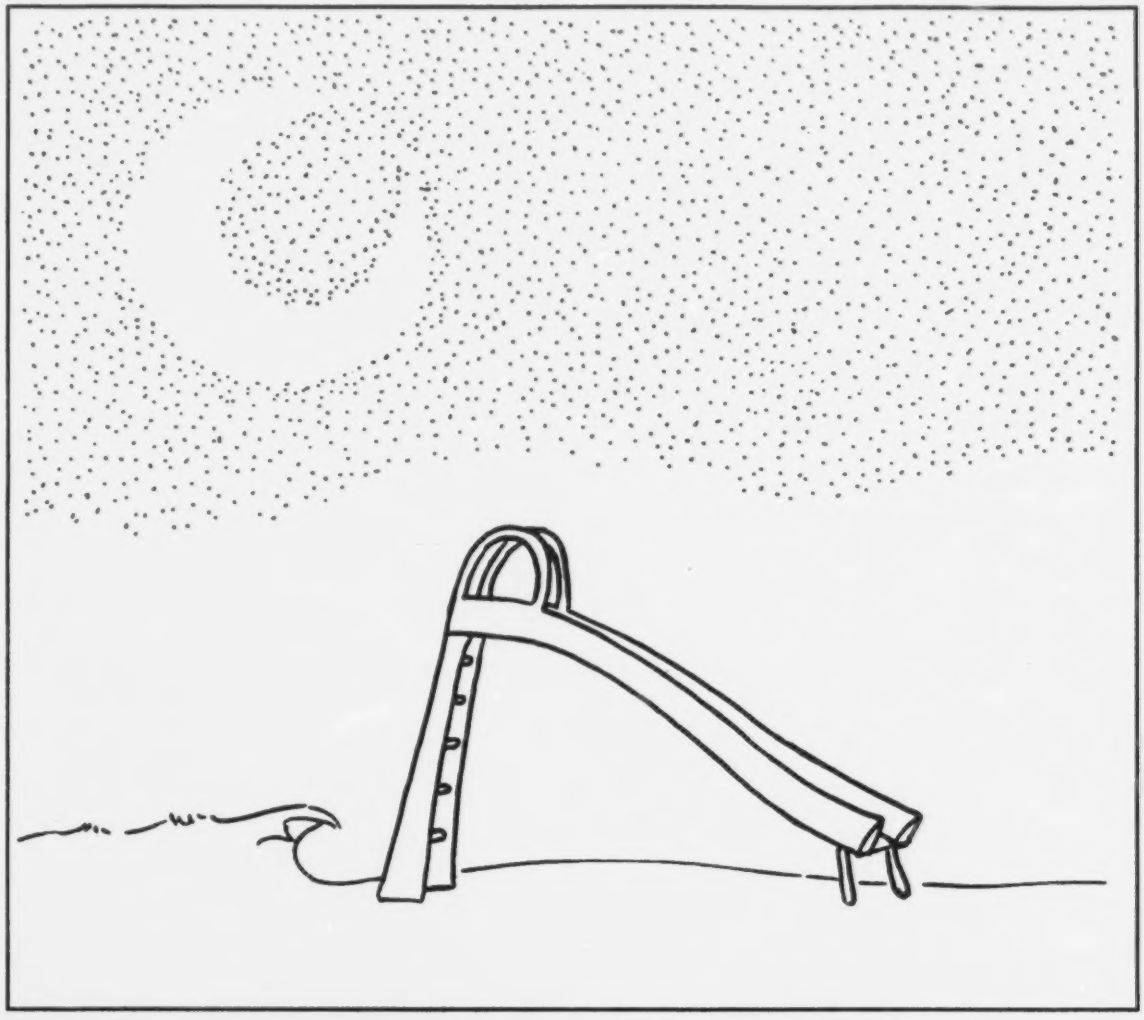
"There." said Zhack.
"I look like you.
Now tell me: what do earthfolk do?"
But still the creature did not speak.
"No rush," said Zhack.
"I have one week."



That week when all the children came
to laugh and shout and play their games,
they did not notice Zhack was there
or see his spaceship in the air.



And when his week was over, Zhack
was quickly, neatly, up-beamed back.
"The earthfolk," Zhack told everyone,
"are not polite and not much fun.
They do not speak or move or play.
They just stand still all night and day!"



Some moonish night if you're outside
you just may see that silent slide.
It stands and looks straight out to space,
remembering a speckled face.
It sometimes whispers:
"Zhack, come back.
I won't be shy, I promise Zhack!"

Project EAGLE

(Early Academic Gifted Learning Experience)

KINDERGARTEN ACTIVITY PAGES H-Z

A Program for Gifted and Talented Students (Grades K-3)

Kay Merkoski
Somers Point Public Schools
Somers Point, NJ
Graphics by Tim Faherty

H WEEK: Teaching Notes

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Enrichment concept: Hexagons are six-sided shapes.

Introduction: Distribute Pattern Blocks and permit free manipulation and discovery.

Activity:

1. Name and define the properties of the shapes with the students.

2. After defining hexagons, ask the students to find other shapes which can make a hexagon. (Three rhombi, six triangles, two trapezoids or combinations.)

3. Students should place several hexagon shapes on the "H" page. Pattern Block stickers can be used (with teacher help) to record their shapes permanently.

4. Ask the students if they can think of other ways to make six-sided shapes. Experiment.

Extension: Show students pictures or models of differently shaped hexagons. Are all of these shapes hexagons? Why?

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HEXAGONS

How many different hexagons can you make?

I WEEK: Teaching Notes

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Enrichment concept: Optical illusions fool the eye.

Introduction: Present several large optical illusions to students. What do they see? Discuss responses.

Activity:

1. Explain that people see different things in illusions.

2. Give a very simple explanation of how vision works. (Light entering the eye stimulates the optic nerve which sends signals to the brain and vision occurs.)

3. Discuss how, in an optical illusion, the brain is sometimes puzzled by the pictures and patterns that it "sees" and doesn't know which image to choose.

4. Students should try to draw an illusion they saw on the "I" page.

Extension: Show students some color optical illusions.

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ILLUSION

J WEEK: Teaching Notes

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Enrichment concept: Jellyfish are marine creatures with unique features.

Introduction: Read a story (fact or fiction) about jellyfish to students.

Activity:

1. Discuss story with students. What can they tell you about jellyfish?

2. After establishing that jellyfish live in the sea, review the parts of the jellyfish. All jellyfish have the umbrella form, or bell, and many have tentacles. Jellyfish swim by opening and shutting the bell and thrusting themselves through the water by propulsion. Some jellyfish sting fish to paralyze them.

3. Students should complete the jellyfish picture on the "J" page.

Extension: Ask students to imagine and talk about what it would be like to be a jellyfish swimming freely in the ocean.

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J

JELLYFISH

K WEEK: Teaching Notes

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Enrichment concept: Kaleidoscopes reflect light.

Introduction: Distribute several different kinds of kaleidoscopes and permit students to explore.

Activity:

1. Discuss the images they created. How are they alike and how are they different?

2. Take apart the simple kaleidoscope to show students the mirrors inside the tube. Explain that the mirrors reflect light and produce multiple images of objects.

3. Students try to complete the circle on the "K" page with an image they saw in any of the kaleidoscopes.

Extension: Ask individual students to find small, colorful objects to insert in one of the kaleidoscopes and view the results.

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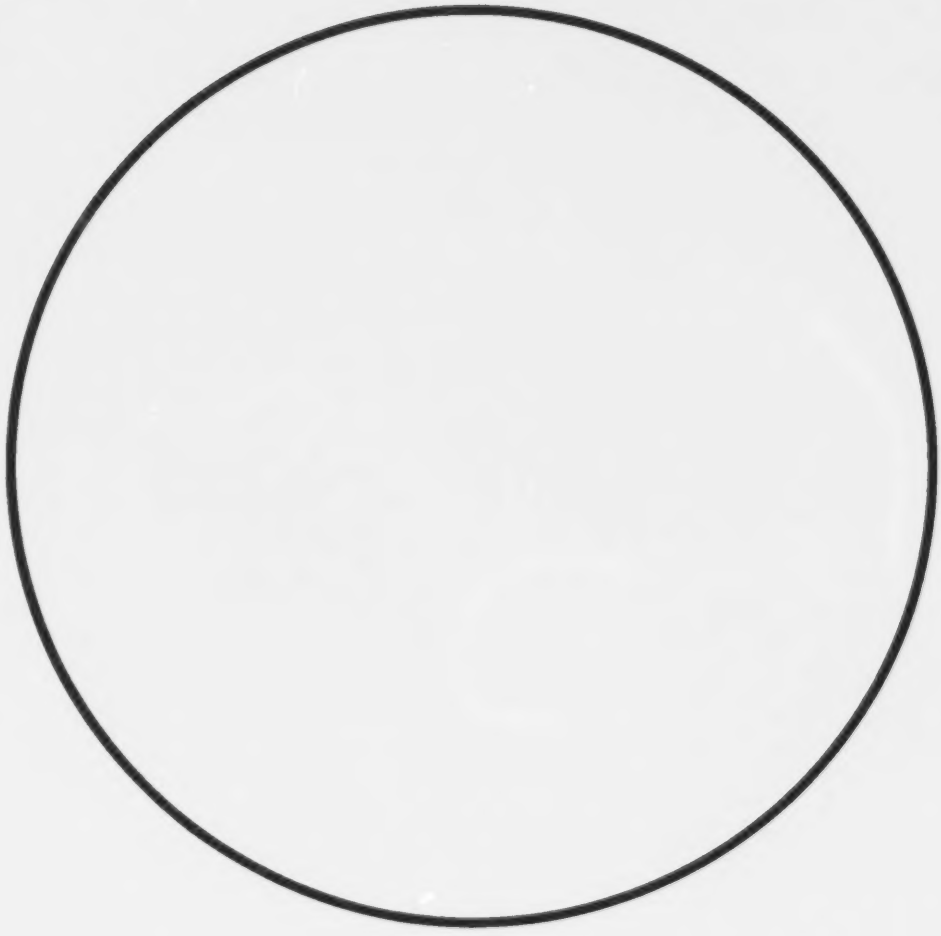
K KALEIDOSCOPE



L WEEK: Teaching Notes

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Enrichment concept: Looking closely with magnifiers.

Introduction: Distribute small, plastic magnifiers and let students explore and discuss their discoveries.

Activity:

1. Give each student some newspaper, sugar, salt or other items.

2. Ask students to describe what they see before looking through the magnifiers. Students then examine the objects with magnifiers and discuss what they see.

3. On "L" page (as many as necessary), students first draw each item as it appears without magnification and then draw how each object looks upon examination with the magnifiers.

4. Compare student findings. Some students may wish to know how a magnifier works. (Light entering a curved lens is forced into a wide arc which makes the reflected image appear larger.)

Extension: Students find objects around the room and try to predict how each will look through magnifiers. They then examine the objects to confirm or refute their guesses.

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L LOOK

Name: _____

M WEEK: Teaching Notes

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Enrichment concept: Magnets attract objects made of iron or steel.

Introduction: Distribute magnets of assorted shapes and sizes and permit free manipulation and exploration.

Activity:

1. Ask students to choose objects from a tray and try to pick up each object with a magnet. (Objects should include paper clips, aluminum cans, pencils, keys, etc.)

2. As students experiment, explain that the size and shape of the magnet determines how strong it is (how much magnetic force.)

3. Ask students to determine what each object is made of and think about the objects the magnet picked up. Students should be able to conclude that iron and steel objects can be picked up with magnets. It is important to note that magnets are not attracted to aluminum even though aluminum is a metal.

4. Students should pick one of the objects that the magnet attracted and draw it on the "M" page.

Extension: Allow students to build shapes with the magnets and discover how the poles attract or repel each other.

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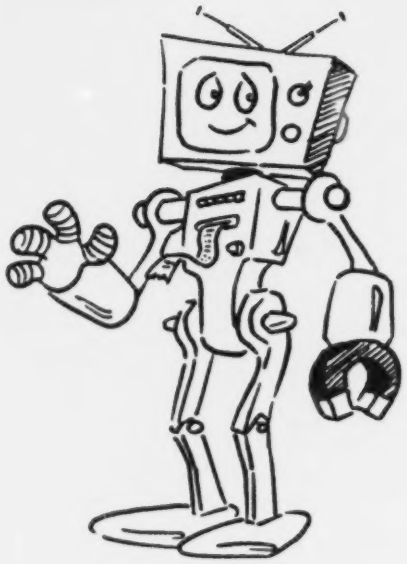
MAGNETS



N WEEK: Teaching Notes

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Enrichment concept: News is recent information about events or people.

Introduction: Bring in several newspapers and ask students to explain their use. Show students some parts of the newspaper (classified, comics, business etc.) and photographs that may interest them. Explain the enrichment concept.

Activity:

1. Ask students to think of some personal family news. It could be the student only or family news. Discuss.

2. Distribute two "N" pages. Students draw their news on one page and dictate the news story to the teacher on the other page.

3. Ask each student to share his or her news story and picture with the group.

Extension: Student papers can be copied and distributed as Project EAGLE news of the week.

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MY NEWS

By _____

O WEEK: Teaching Notes

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Enrichment concept: Ocean environments contain many animals and plants.

Introduction: Ask students to think about some creatures that live in oceans. One student tells about his or her creature and the other students try to guess what it is.

Activity:

1. Tell students that "O" Week is a group project. Distribute oaktag stencils of various marine creatures and help students trace the animals on a large piece of blue bulletin board paper. Have appropriate reference books available if students are unsure of where to place certain animals.

2. Each student traces and colors some animals. Students add drawings of plants and rocks and other ocean-related items to the picture.

3. Take enough photographs of the group holding their project for each child to take a picture home.

Extension: Look at pictures of ocean environments in reference books and compare to the students' picture.

PLEASE NOTE: THERE IS NO PROJECT EAGLE "O" ACTIVITY PAGE.

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P WEEK: Teaching Notes

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Enrichment concept: Prints made from sunprints are pictures using the sun as a camera.

Introduction: Bring in a simple camera and permit students to take some pictures. Show students how the lens opens to let light into the camera to produce an image on film.

Activity:

1. Explain that images can also be produced using the sun's light as a camera.

2. Display several different sun prints as samples and let students choose several objects for their prints. (Flowers, leaves, paper clips, paper cut-outs etc. are good to start with.)

3. After students arrange their objects on sunprint paper, follow package directions to expose images. Mount pictures on "P" page when dry.

Extension: Let students experiment with opaque, translucent and transparent materials to see different results.

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PRINT

Q WEEK: Teaching Notes

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Enrichment concept: Quilts are large blankets made from scraps of materials sewn into designs.

Introduction: Bring in a variety of quilts and discuss the different designs and shapes. Explain how the scraps were sewn together and then made into a large, warm blanket. Ask students to think of reasons why quilts were easy to make.

Activity:

1. Distribute "Q" page and a variety of construction paper shapes. Help students design and piece together their own quilt pictures.

2. Students may choose to decorate the pictures with marker or crayon.

Extension: Piece together student pages on bulletin board paper to make one large student quilt for display.

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QUILT

R WEEK: Teaching Notes

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Enrichment concept: Roots provide nutrients for plants.

Introduction: Bring in easily grown plants like a marigold or radish. Let students take plants out of the pots and gently clear away the earth from the roots. Discuss the roots' role in providing food and water for plants.

Activity:

1. Explain that some plants can grow for a while in water only. The plants they will start growing today can live for several weeks in water.

2. Distribute lima beans, clear plastic cups and paper towels. Students place several damp paper towels in the cups and select lima beans to place in the cups. The cups are placed on a sunny windowsill and the paper towels kept damp but not wet.

3. Explain that inside each lima bean is a tiny plant waiting to grow. Gradually, the lima bean shell will soften and the tiny plant will start to grow upwards in search of light and the roots will grow downwards in search of nutrients.

4. As roots grow over the next few weeks, students complete several "R" pages to document root growth.

Extension: After lima bean plants are about two to three inches tall, help students transplant to peat pots for students to take home or continue growing in class.

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ROOTS

S WEEK: Teaching Notes

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Enrichment concept: Starfish are marine creatures with unique features.

Introduction: Display several starfish. Allow students to touch them and discuss how they are alike and how they are different.

Activity:

1. Read students a story (fact or fiction) about starfish.

2. Discuss the story with the students and ask them to name parts of the starfish, tell how starfish move, what they eat and where they live.

3. Distribute "S" week page. Students trace the starfish at the top of the page as the star shape is very difficult to draw. Students then draw their own starfish at the bottom of the page using the starfish skeletons as models.

Extension: Discuss with students why the creatures are named starfish. How many other things can they think of that begin with the word star? Possible answers are: starfruit, starship, starman etc..

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S

STARFISH

Use this space to draw your own starfish and color it in.

T WEEK: Teaching Notes

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Enrichment concept: Touch is the sense used to understand how things feel.

Introduction: Introduce the Touch Box to the students by asking them to feel inside and describe the object but do not guess out loud. After each student has felt and described the object inside the box, ask for guesses. Substitute several objects for the original and encourage the describing and guessing process again.

Activity:

1. Discuss the activity with the students: Is it difficult to guess an object when you can only touch it, not see it?

2. Give a simple explanation of touch. Nerve endings in the fingertips receive messages which are sent to the brain. The brain "translates" these messages and sends back a response. The response could be: This is good! This hurts! This feels soft! This might be dangerous!

3. Distribute "T" week page. Students select one of the objects they felt in the Touch Box and draw it in the box on the page. Ask each student to give several adjectives describing the object. Name the object at the bottom of the page.

Extension: Students are asked to select objects from around the room to place in the Touch Box. The other students take turns guessing what is in the box.

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TOUCH

U WEEK: Teaching Notes

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Enrichment concept: UFO's are unidentified flying objects that may or may not exist.

Introduction: Show students pictures of UFO's. Ask students to tell what they know about them and what the acronym UFO stands for.

Activity:

1. Read a book to the students about UFO's. Look at the different pictures of the objects to see how different artists have interpreted what a UFO looks like.

2. Explain that some people believe that UFO's exist and others believe that they don't. Each person has to make up his or her own mind.

3. Distribute paper plates, markers, pipe cleaners and newspaper to students. Each student decorates the back of the paper plates with marker, pipe cleaners, stars etc., and then the teacher staples the UFO together with newspaper inserted between the plates to keep the circular shape.

Extension: Students share their products with group members. Encourage students to think of what type of alien creatures might live in the UFO's . Where did each UFO come from?

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V WEEK: Teaching Notes

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Enrichment concept: A verse is part of a poem.

Introduction: Show students the poem "What's in the Sack?" by Shel Silverstein. Look at the way the poem is broken up into smaller parts. Each part is called a verse and it helps the reader establish the rhythm of the poem.

Activity:

1. Read the poem to the students.

2. Explain that people will have different ideas about what is in the sack. Distribute "V" week page and ask students to draw in what they think is in the sack.

3. Share student ideas when all have finished to see how many different things are in the sack.

Extension: Read several other Shel Silverstein poems if time permits. Again, show students how the poems are usually broken up into verses. Be sure to show students the pictures that accompany each poem.

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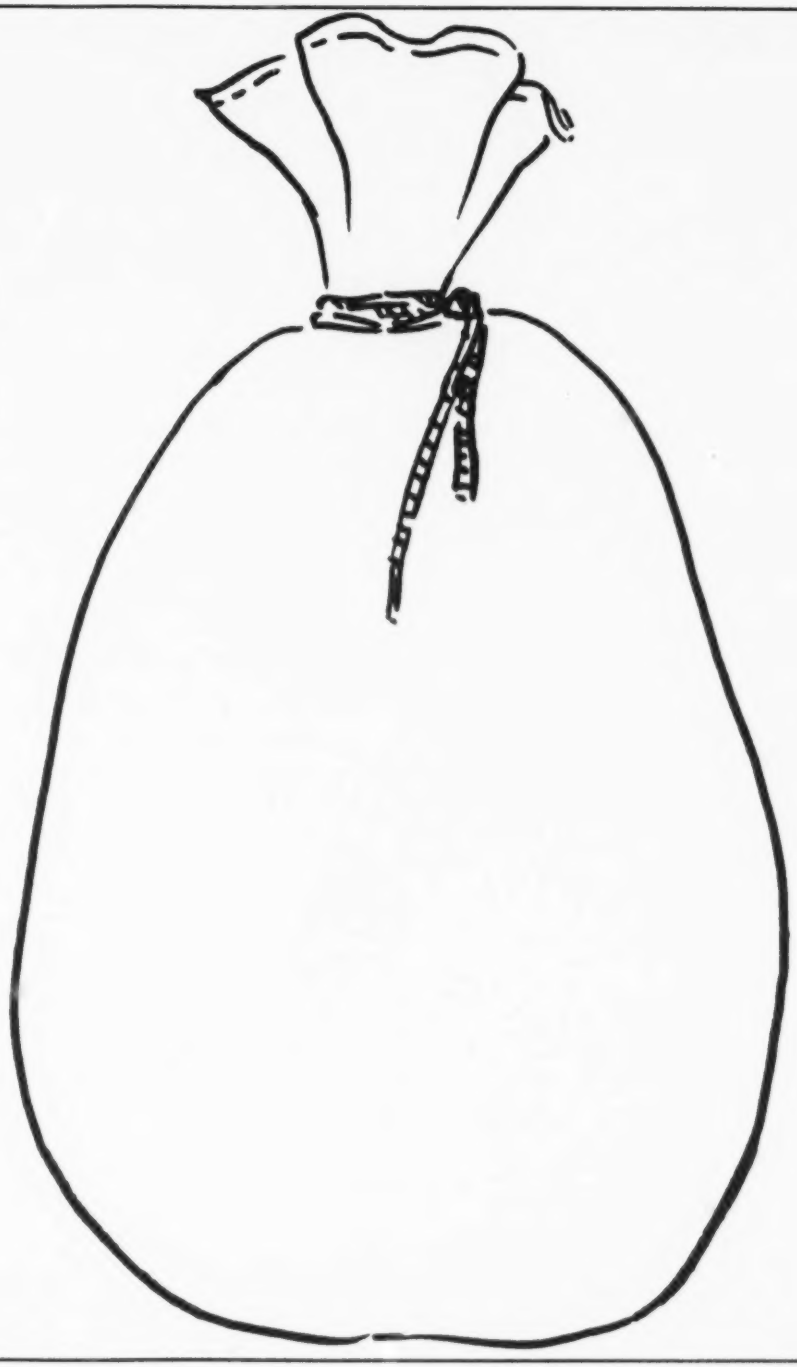
V VERSE



W WEEK: Teaching Notes

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Enrichment concept: Whales are mammals that live in oceans.

Introduction: Show students posters and pictures of whales. Discuss how they are alike and how they are different.

Activity:

1. Read a story (fact or fiction) about whales to the students.

2. Discuss with the students where whales live, what they eat and name the major parts of the whale (especially flippers, flukes and blowholes).

3. Ask students how whales breathe. Explain that whales are mammals and breathe air. Discuss how the whale uses its blowhole. If desired, explain other attributes of mammals and show pictures of baby calves.

4. Give students oaktag stencils of whale bodies and black construction paper. Help students trace the whale shape on two pieces of construction paper. Whale shapes are cut out, decorated, stapled and stuffed with crumpled newspaper.

Extension: Play recordings of whale sounds in the ocean for students.

PLEASE NOTE: THERE IS NO PROJECT EAGLE "W" ACTIVITY PAGE.

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X WEEK: Teaching Notes

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Enrichment concept: The Xanthus is an imaginary creature.

Introduction: Show students the cover page of the Xanthus story. Tell them that in this story they are going to hear about a Xanthus but they will never be able to see all of it in the pictures. There will be clues as to what it looks like.

Activity:

1. Read the Xanthus story.

2. Discuss with the students what the Xanthus could look like. Reread clues from the story to help students with its description or where it can be found.

3. Distribute "X" page to students and ask them to draw what they think the Xanthus looks like. Emphasize that there is no right or wrong description.

4. Students share their pictures. Ask the students if the Xanthus is real. Why or why not? Make sure that students know that Xanthus is an imaginary creature. What other imaginary creatures do they know?

Extension: If Xanthus is not real then someone must have imagined him. Where could he have come from? Ask students to imagine the Xanthus' home.

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XANTHUS

Y WEEK: Teaching Notes

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Enrichment concept: Yeast is a tiny plant that grows by producing gas bubbles.

Introduction: Bring in a bakery or home-made loaf of bread. Cut it open so students can see the tiny air pockets inside. Explain that a special plant called yeast makes the bread expand and grow and leaves behind these tiny air pockets.

Activity:

1. Give each student a small bowl, a spoon, a packet of yeast and 1/2 tsp. each of sugar and salt.

2. Pour about 1/3 cup of warm water into each bowl. Instruct students to stir in the sugar and salt mixture. Sprinkle in the yeast and stir. Let rest for a few minutes and watch what happens. The yeast should begin to bubble and foam. Students can also smell a yeasty odor.

3. Explain to students that when bakers mix bread, yeast is added to make the bread mixture grow and get lighter. The tiny plant produces gas bubbles which force the bread mixtures apart. The yeast keeps expanding until the heat of the oven kills it.

4. Using magnifiers, let students examine the yeast mixture. (They won't be able to see the plant itself.) Distribute the "Y" page and have students draw before and after pictures of the yeast granules and foamy mixture.

Extension: If time and space permit, bake a loaf of bread with students and share.

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YEAST

Z WEEK: Teaching Notes

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Enrichment concept: Zhack; how a lonely space creature finds a friend.

Introduction: Explain to students that they are going to hear a story about a space creature named Zhack. Zhack is looking for an earth friend because he is lonely.

Activity:

1. Read the story to students and show them each picture.

2. Discuss the story: What was Zhack's friend. Do you think Zhack will ever come back? Will his "friend" ever talk to him?

3. Encourage students to discuss their friendships. Are they shy or lonely or do they make friends easily. What is a good friend like?

Extension: If Zhack ever comes back, who or what do you think will be Zhack's friend?

PLEASE NOTE: THERE IS NO PROJECT EAGLE "Z" ACTIVITY PAGE.

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